

My Journey to the AEL Classroom

By: Laura Willhite, Rolla AEL Program

Being the “New Kid” on the block in the arena of Adult Education was cause to begin thinking about what one should share pertaining to Adult Education. My pondering took me back to my journey in the educational world.

Growing up in a small Missouri town, not completing high school was not an option in my world. Even though my parents had not completed this fete, there was never any question; it WAS the path for their children. Most of my friends and acquaintances were of the same mind. Thus graduation was a major event for family and friends in our small town.

Going on to get a college degree was for the wealthy and that was not my family, so “Hi Ho, Hi Ho” it was off to work for me. Then, some nine years later, the opportunity came and college was undertaken and accomplished. Even then, looking at those around me, it seemed that just about everyone completed high school.

Graduation took me to Georgia and the big A-Atlanta that is. This farm girl was now running in the fast lane. Then shock of all shocks, grad school beckoned. To this idea, however, there was much kicking and screaming as I was the one who didn’t really like school. Yet soon this accomplishment also was under my belt. Me the average student from down on the farm had a Masters degree.

As the years came and went, new avenues in the educational world came about. Holding a dorm director position at a college in Kentucky allowed me to spread my wings and soar in the college setting. Now that was a huge shock! What could this farmer’s daugh-



ter share with these college students to help make them successful in life? I soon learned that some things are universal.

Then time brought me back to Missouri a couple of years ago, and two eye opening events happened. One was the employment. This came in the form of working with people who did not have all the benefits and opportunities available to most. The number without a high school diploma was staggering to me. Most of these were from MY hometown or the surrounding area. Second, doors opened for me to teach Adult Education. The question rose again...Could a small town farm girl offer help to these students needing to better themselves and gain that diploma? Same answer as at the college came to me. Some things are universal.

The universal answer was and is...Students all over need someone to care about their educational needs and encourage them to keep trying.

Sometimes, the image of students sitting in a classroom years back comes to me. There they sit with pen and book on their desk, completely lost at what is being presented and taught. Yet, due to lack of self esteem, adequate teaching

time, home support and no lack of peer pressure, OR all of these, they are afraid to ask or admit they don’t understand. So as the days go by, they fall further and further behind. The only out, to them, becomes dropping out. Oh, I don’t blame teachers or friends or any one specific thing. It is just a collective array of things that cause the dropping out. Their excuses and reasons seem legitimate...family need, pregnancy, trouble with the law, money or more. However,

the bottom line most of the time was simply the need for some willing and knowing individual to take the time and give some one-on-one encouragement.

My Journey,

Continued on page 6

INSIDE THIS ISSUE:

From the State	2
Totally Technology	3
Dyslexia	4
Dare to Excel	5
My Journey (cont.)	6
Calendar	6

From the State AEL Office

The Missouri AEL Professional Development Center has a Wide Range of In-Service Topics to Offer AEL Teachers this Year.

The MAEL PDC, operated by North Central Missouri College has developed numerous new topics to go with the topics of the last two years to create a catalog of varying topics for teachers to attend for this years in-services.

How do You Mix Your Soup?
(Understanding Societal Diversity in the AEL Classroom)

The societal diversities include things such as age, gender, academic level, economic backgrounds, criminal backgrounds, work history, religious, political, etc. Three of these items will be discussed at length, namely the 'Under age 24' students, mandatory students (DOC and Probation & Parole) and differentiated academic levels.

Teachers will be able to evaluate their classroom "input" and compare to student performance and outcomes. Many teachers come to the classroom with a perception if students based on race, social class, and uneducated folks. Understanding these issues might be a bit of a challenge, it could be a tough issue, but deeper understanding can be built. How different is the teacher from the student? How important is the teacher's attitude?

Discussions and activities will help participants to plan ways to make their AEL classroom more cohesive, providing reasons for students to increase attendance. This in-service can serve as a prerequisite to Small Group Instruction.

Look Before you Leap (Improving Decision-Making and Problem-Solving Skills of AEL Learners)

Let's find ways to help students become better decision-makers and problem-solvers. Teachers will learn ways of helping their adult students learn these skills, plus some critical thinking techniques. A portion of this workshop would help teachers to look at the Primary and Secondary Goals for students as listed for NRS data.

Teachers will learn coaching and questioning skills to help student's list goals that can be realistically reached. Teachers will also be given information on how to write personal or academic goals for students and then to evaluate when those goals have been reached. Eleven problem-solving strategies will be discussed and practiced. Ways of evaluating a person's problem solving skills will be developed by the teachers to use in their classroom.

ESL In-services include; Speaking and Listening

The presenter will provide a variety of activity types at multiple levels for teaching speaking and listening, with an emphasis on expanding the activities beyond the classroom. Participants will experience the activities themselves and network with other teachers regarding their issues and successes with teaching speaking and listening..

Life skills: What do they need to know, and how do we teach it?

Most ESL students want English to survive in the everyday world. ESL teachers need to be able to assess what those everyday world needs are and then design authentic instruction to meet those needs. Participants will discuss various needs assessment models, then work on developing thematic units designed to assist students in meeting their own real world needs in the real world.

All of the topics from the previous two years are also available, *including; Customer Service, Employability Skills, Classroom management for ESL, Materials and Resources for ESL, and Proper Testing Procedures.*

For the first time, the PDC is also offering video in-service options. These include;

Helping Students Who Learn Differently: Highlights of Dr. Richard Cooper's ETW session from 2004 emphasize strategies for teaching adults with learning difficulties. Participants will watch the video and complete an activity on Blackboard to receive four hours of professional development (in-service) credit.

Learning For All Kinds of Minds: Dr. Rochelle Kenyon's ETW session from 2004 is the basis for this video in-service. She discusses strategies for teaching adults including those who have difficulty learning. In addition to viewing the video, participants review her PowerPoint slides for additional information. Participants will watch the video and complete an activity on Blackboard to receive four hours of professional development (in-service) credit.

AVAILABLE AFTER JANUARY, 2006

Reading: Taking Adult Education Students to the Next Level: Presented by the trainers from the *Florida Human Resources Development, Inc.* at the summer 2004 ETW is the basis for this video in-service. The video packet is designed to be an interactive, hands-on training containing materials and ideas that teachers of adult learners can transfer directly into their classrooms.

Technology Trainings can count as in-service credit if they are over 4 hours. If you are interested in the above topics, you should talk to your local program director about the possibility of scheduling a topic.

Submitted by John Stains,

Director, MAEL PDC

North Central Missouri College



Technology Tips for Assisting Students with Disabilities



Many times putting a student in front of a computer might not be enough! Some students have sight disabilities or have limited use for a keyboard.

If you have Windows as an operating system on your computer, then you have access to aids for assisting certain students.

To find these aids, go to Start/All Programs/Accessories/Accessibility. You will find Magnifier, Narrator and an On-Screen Keyboard. There is also a Utility Wizard. If the option you choose does not come up automatically, then run the Utility Wizard.

"If you have Windows as an operating system ...you have access to aids for assisting certain students".

The Magnifier allows windows of the screen to be magnified, which makes

navigation easier for visually impaired persons. To magnify an area of the screen simply point the mouse (cursor) to what needs to be magnified. The settings available for Magnifier include size, following mouse cursor, keyboard focus and to follow text editing. It is intended to provide a minimum level of functionality for users with slight visual impairments.

The Narrator is a text -to-speech program that can help people with low vision set up their own computers or use other people's computers. Narrator reads each letter as it is typed, including backspaces and spaces. Narrator also has onscreen settings. One setting is for voice speed. It might not perform well with some programs and only speaks in English. For a list of other Windows-based screen readers, see the Microsoft Web site.

The On-Screen Keyboard allows a person to type text using a mouse. A keyboard appears on the screen and the user points the mouse cursor to letters to type.

These options are available on Windows 95, 98, and newer versions. They allow individuals the opportunity to use computers at an independent level.

Submitted by Jamy Preul

TOTALLY

E C H N O L O G Y

News and notes from the
Missouri AEL Professional
Development Center,
operated by North Central
Mo. College, Trenton.
Technology Coordinator:
Jamy Preul
Director:
John Stains

UPCOMING IN-SERVICE SCHEDULE

12/2/05	ESL -Speaking and Listening	Pioneer Community College 2700 E. 18 th St. Kansas City, MO Auditorium	9-1	Kansas City- Wilma White 816-418-8209
12/9/05	Look Before You Leap	Online	5-9	
12/15/05	Look Before You Leap	Online	1-5	
12/17/05	How Do You Mix Your Soup?	Online	9-1	

Dyslexia is ...

The following paragraphs were written by students studying at The Dyslexia Center in Santa Rosa, California. They were written to explain how the world is experienced by the dyslexic and provide understanding of the many facets of dyslexia.

Dyslexia is:

The ability to see multi dimensionally, all at once, or from any one place at a time. The ability to think in pictures and to register those pictures as real. Thus, you mix in creative thinking with reality and change what you see and hear.

Running daydreams: A process of always rapidly creating in your mind, so you never hear what others really say, or you forget what they say. Therefore, you can't hear or see things around you accurately.

Disorientation: The imagination starts running when something "triggers" you. You become spacey; you "drift" and make mistakes. It can be seen in your eyes and felt inside. Triggers can be written or spoken words, movement, confusion, sounds, people, exhaustion, sensitivities, emotions, hunger, fear, etc. Thus, dyslexia affects your life and the lives of those around you.

A talent to think 3-dimensionally, in pictures, like computer graphics: This talent interferes with symbols, print, spoken language, balance, movement, and the sense of time. One needs to learn when it needs to be turned off; each person has to learn when this is most necessary for them.

Optical illusions: You perceive things in a different, unique way. You see changes in the details around you. They shift, they get brighter or duller.

Not just in academics: It affects your ability to integrate what you hear, see, think, and your ability to follow through successfully. It affects your sequential thinking and your ability to stay on task.

A spatial, verbal, and thinking disability: Dyslexia is easily unsettling. This can create extra movement, extra anxiety, and tends to speed up the thinking rate which, in turn, can speed up the talking rate immensely. Trying to catch

up to the rapid thinking increases stumbling and fumbling for words. It can also cause a misperception of what others say. Dyslexics can't even begin to explain all of the thoughts and feelings. They always feel that there is something missing, something unidentifiable. Dyslexics are often missing the feeling of well-being

An emotional disability: Dyslexia can move you from a calm state of mind into confusion in seconds. It's hard for others to understand a dyslexic. Confusion tends to make a dyslexic moody, overly sensitive, and unable to communicate easily with others. There is no question that it affects your relationships.

Variable with its symptoms: Symptoms fluctuate and depend on the tolerance for confusion that moment, that hour, that day. Ordinarily, confusion precedes learning; in a dyslexic, confusion leads to more confusion, which tends to block the learning process.

Hand in hand with other disabilities: Dyslexia can also cause problems in math (dyscalculia), handwriting (dysgraphia), listening (receptive language problem), the processing of verbal instructions or information (central auditory processing problem), and/or a problem with day dreaming and staying on task (Attention Deficit Disorder, or ADD).

A collection of symptoms in reading: Dyslexia causes the omission of words; letters in words; or not "seeing" a word; addition of words; transpositions (switching) of letter order; repetitions of words or sentences; reading and rereading; practicing what you're to read and still making embarrassing mistakes; reading worse under pressure; not remembering what you read; reversals of word order; reversals of letters; reversals of words; stumbling over words; sounding out a word and then not recognizing it in another sentence; confusion over the author's meaning or purpose; "rewriting" the au-

thor's words; feeling that you're dumb; total frustration because you can't understand what you're reading. You feel that something is wrong with you.

Confusion in math (dyscalculia): Dyslexics may be burdened by: adding, subtracting, multiplying, or dividing incorrectly, with seemingly small, "careless" errors; transposing and reversing numbers; "forgetting" to do something; somehow coming up with other answers; adding when you should be subtracting; suddenly dividing when you should be adding; somehow losing the process. Not "seeing" a problem to be worked on the page and, thus, not answering it can be another complication. Dyslexics often don't know how they did on a test. They can work the sample problem, but can't apply the process to a slightly different problem. Everyone thinks the dyslexic could do it if they would "just try."

Inconsistent in subject matters:

Though perhaps accomplished in math, dyslexics may not have a clue when it comes to reading, writing, and spelling. Or the opposite may be true. Dyslexia can affect learning in all the subject areas, or a few at a time; this can vary throughout your life. Without correction we have to work 7 times as hard as anyone else, or else just give up.

Irritating to others: the person who has dyslexia may make mistakes that look careless.

Sensitivity: Dyslexics are keenly sensitive to others, and are able to perceive thoughts and feelings; this makes mistakes upsetting. Dyslexics also have a strong sense of justice and are always right!

Dyslexia is...

Continued on page 6

Fazoli's Dare-To-Excel (DTE) Reimbursement Program

ASSOCIATE GED PROGRAM

Fazoli's proudly supports our Associates who pursue their General Equivalency Diploma. GED instruction is available free of charge from local learning centers. For information on learning centers and testing centers in your area, contact the American Council on Education at 800-62 MY GED or visit their website www.gedtest.org. GED recipients are eligible for local and national grants and scholarships for college. Summary of education expenses eligible for reimbursement:

1. GED tests given by official State or County GED testing service. Official tests are not available online and therefore are not eligible for reimbursement.
2. Preparation material and classes for GED testing available throughout the state.
3. Up to three retests per subtest per calendar year.

Qualifications:

Hourly associates and eligible part-time Support Office associate can earn up to \$920 in a 12 month period to help pay for education expenses. The amount of money earned is based on length of service and average hours worked per week. This is paid in six-month intervals.

You must receive a rating of three or four on your last two quarterly evaluations and follow all company attendance policies.

How to receive funds:

1. Upon receipt of proper documentation associate will be reimbursed for testing fee and preparation material for successful completion of each subtest.
2. Associate must complete and attach all required documents, including;
 - Request for Funds Form (attached document)
 - Official GED testing transcript conferred by the state.
 - Dated Receipts.
3. The associate's manager will complete the designated section of the enrollment form and return it to the associate.
4. The associate must submit a copy of all necessary documents to the Total Rewards Department at Fazoli's Support Office.
5. The Total Rewards Department will be unable to process requests with out the proper documentation. Failure to provide documentation will result in the return of enrollment packet.
6. Approved reimbursement will be included in the associate's payroll check. Please allow six weeks for reimbursement.

Length of Service	Average Weekly Hours	Amount Earned
6 mos.- 2 yrs.	10-19.9	\$100
	20-29.9	\$165
	30 or more	\$230
2 yrs. or more	10-19.9	\$200
	20-29.9	\$330
	30 or more	\$460

Here's what you can earn in 6 months:

For questions or further assistance, please contact the Total Rewards Department at the Fazoli's Support Office 859-825-6302.

This brochure is intended only as a summary of benefits. Please refer to the Policies and Procedures Manual in your restaurant for a more detailed description of benefits. Seed Restaurant Group has the right to amend, change or modify the Dare to Excel policy at its sole discretion. To be eligible for a Dare To Excel Reimbursement employees must be employed on the date the reimbursement is disbursed. Neither this Dare To Excel Program or the fact there is a Dare To Excel Program shall be construed as an employment contract or otherwise affect the employment – at – will status of all employees.

AVERAGE HOURS ARE COMPUTED BASED ON MOST RECENT QUARTER ACTUAL HOURS

Submitted by Bill Poteet

Dyslexia is...

(cont. from page 4)

A talent: Excellent in art, music, drama, sports, carpentry, mechanics, and electronics, dyslexics can brainstorm their way out of anything. Dyslexics are creative and bright, giving others the impression

the impression that they should just try harder!

Multi-faceted: Dyslexics have complex lives; they are intense and "high maintenance" people who are bright, entertaining and unique.

Correctable: Once someone has been trained to do the correction, catch their confusions, and clear up their "stumblers," dyslexia becomes self-correctable. Dyslexics can then have the experience of being focused.

When you learn to focus, you are finally able to realize many facets of your potential and are able to take charge of your life. You experience choices and successes that have eluded you all of your life. You open up to increased self-esteem, the value of which is immeasurable. You learn to understand and accept yourself. You are different, unique, and talented!

Reprinted with permission from Betty Ann Judah, founder, director, and Educational Consultant for The Dyslexia Center in Santa Rosa. She specializes in the identification and correction of learning disabilities and symptoms of dyslexia. Ms. Judah can be contacted at judybettah@sonic.net or call 888-446-6389.

MAELPDC Pre-Certification Workshops (Formerly BTW)

- December 3-4
- February 4-5
- March 25-26
- May 20-21

Programs in the News

If your program or staff has been mentioned in the press or honored in any way, let us know. This feature is to give further recognition for individuals or programs which have received recognition in their community. We would like to honor them and show their achievements as a model for others to follow. If you would like to submit a story to this feature, please reply to the editor:

Nancy Eads, Editor

1304 E. 10th Street

Rolla, MO 65401

Phone: 573-458-0150

Fax: 573-458-0150

Email:

neads@rolla.k12.mo.us

My Journey

(cont. from page 1)

NOW, this is where this small town farm girl comes in. This "encouragement" and "knowing" was given to me, and now it is my time to give back to those attending my classroom.

One on one is a big key to successful AEL. It takes time to see just what each student needs. Some need a firm hand, while others need gentle nudging, and then some just need pushing to higher achievements. What a joy to see the light bulb come on in the eyes of a student who has just realized that fraction is not a dirty word! To hear "No one ever explained it that way. This is fun! Let's do another one." is music to my ears. Oh, it takes more time and creativity to cater to each individual need, but that is where the true rewards come. In confession, math was and is my worst subject. Yet, I too have begun to learn more and it is from my own "mentor" taking the time to do one on one with me.

Laura Willhite is an AEL instructor in the Rolla program who teaches in Belle, MO.

MAELPDC CONTACTS

Director: John Stains at

jstains@mail.ncmissouri.edu

Professional Development Coordinator: Jamy Preul at

jpreul@mail.ncmissouri.edu

Distance Learning Specialist: Phyllis Shelby at

pshelby@mail.ncmissouri.edu

Professional Development: Kim Nash at knash@mail.ncmissouri.edu

Visit the North Central Missouri College Website:

<http://www.ncmissouri.edu>

[Contact webmaster](#)

This publication was produced pursuant to a grant from the Director, Adult Education & Literacy, Missouri Department of Elementary & Secondary Education, under the authority of Title II of the Workforce Investment Act. The opinions herein do not necessarily reflect the position or policy of the Missouri Department of Elementary & Secondary Education or the U.S. Office of Education. No official endorsement by these agencies is inferred or implied.